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ABSTRACT

This curriculum module contains materials for conducting a course designed to build oral and written English skills for nonnative speakers. The course focuses on increasing vocabulary, improving listening/speaking skills, extracting information from various written texts (such as memos, notes, business forms, manuals, letters), and developing writing skills, and learning to communicate on self-directed teams and with supervisors. The following materials are included: course rationale, list of preliminary goals and objectives, instrument to assess participants' needs for training in oral communication skills, list of job-related idioms, information on cross-cultural dialogues in the workplace, 36 lesson plans, learning activities, and self-evaluation and peer review checklists. Each lesson plan contains a statement of the grammar, social, job-related language and literacy, and/or cross-cultural skills covered in the lesson and detailed instructions for conducting journal entry, cross-cultural, ice-breaker, and other types of oral and written activities. Most lesson plans also call for introducing an idiom of the day and completing an evaluation form. (MN)

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CE 068 518

Colorado Community College and Occupational Education System
United States Department of Education
Corporate, Workforce, & Economic Development, a division of
Pikes Peak Community College
Current, Inc.

Developing Communication in the Workplace for Non-Native English Speakers

This curriculum builds oral and written English skills for non-native speakers. The focus is on increasing vocabulary, improving listening/speaking skills, extracting information from written texts, such as memos, notes, business forms, manuals, letters, and developing expression in writing. Communication on self-directed teams and with supervisors are also developed.

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Colorado Community College and Occupational Education System
United States Department of Education
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Pikes Peak Community College
Current, Inc.

INTRODUCTION

The Workplace Classroom is a set of 11 curriculum modules created by workplace educators from Pikes Peak Community College in collaboration and partnership with employees of Current, Inc., a large greeting card company in Colorado Springs, Colorado. The partnership was formed through an 18-month federal workplace research and development grant from the United States Department of Education awarded to the Colorado Community College and Occupational Education System. Teachers in the project designed, developed and field-tested curricula and materials for the 11 basic skills courses through the process of identifying and understanding the culture of the workplace and the learning needs of the individuals working within it.

The Pikes Peak staff chose not to rely on ready-made materials or programmed texts with which to teach classes. Instead, teachers and curriculum specialists interviewed employees, created job profiles, developed customized assessments, and invited student participation in the development of class content. The result is a unique set of curriculum modules in learning to learn, reading, writing, communication, problem solving, English as a second language, math and algebra that reflect learning needs of real people in a large printing/manufacturing environment. These modules were designed as six week, two hour classes, but the learning rationale and intentions could easily be modified to accommodate longer or shorter sessions.

The idea of following a design process involving the active and continuous commitment and participation of the employee and the employer provides a fresh look at the development of curricula and instruction. The goal of this process is to develop a curriculum product that enhances the basic literacy skills of adults and increases critical thinking and problem solving skills that are easily transferred to occupational improvement. The Pikes Peak staff felt that the best way to reach this goal was to involve employees and employers in the many levels of curriculum development and design.

We believe that these curriculum products are genuine reflections of sound adult learning theory that says adults must have relevant learning experiences that build on prior knowledge and in some way advance positive change in their daily work lives. These modules were built through the active participation and assessment of the adult students for whom they were designed. Those of us who developed these products encourage other workplace educators to use them in part or as complete modules, keeping in mind that their very design welcomes the change and diversity that other workplace environments are sure to lend to them. We feel that the authenticity of our curricula will provide ideas and incentive to other teachers and curriculum specialists who are beginning new programs or are looking for ways of improving existing curricula.

Best of luck with any or all of the Workplace Literacy Modules.

Rita Moore

Rita Moore, Project Leader
Workplace Literacy Grant Pikes Peak Community College

DEVELOPING COMMUNICATION IN THE WORKPLACE FOR NON-NATIVE ENGLISH SPEAKERS

INTRODUCTION

This curriculum module was designed to accomodate the identified learning needs of the non-native English-speaking employees of our business partner. Goals and Objectives were initially created to target objectives identified in the task analyses done by management at our business partner. Additional objectives were added to meet the learners' expressed needs and expectations. This curriculum was presented in one on-going 30-week course which was divided into five 6-week sessions. It can be easily adapted to Beginning and Intermediate levels

Supplementary materials and resources were adapted from the texts listed in the Bibliography and created by the instructor on an as-needed basis. Lesson Plans cite the texts used for a particular lesson.

Pat Nichols
Author
ESL Instructor

"This course has helped me feel better talking with others at work and now people understand me better."

--ESL Student

EFFECTIVE COMMUNICATION IN THE WORKPLACE FOR NON-NATIVE SPEAKERS

RATIONALE:

It was the initial intent of this class to offer to the participants a program of ESL instruction driven by a basic academic curriculum and sensitive to job-related language/literacy needs. Affective instruction in interpersonal/social skills and Cross-Cultural sensitivity was interwoven when relevant to the curriculum and feedback of the participants. Writing and pronunciation practice were a regular part of each class period on a planned and "as-needed" basis.

Although goals and objectives were established for this 30-week ESL program and incorporated in the lesson plans, the course of the program soon took on a life of its own and fostered an interesting set of dynamics among the participants. This quickly led to the initial goals and objectives being evaluated and redefined, or, on occasion, ignored. In the first session, I continually revised the lesson plans to not only shape, but to fit the actual development of a particular class period. As the sessions continued, it seemed pointless to keep writing more lesson plans but to use those initially developed for a particular session and to continue with that lesson plan through successive class periods until accomplished. The evaluations of each class period reflect this procedure. Therefore, there will not necessarily be a separate lesson plan for each class period.

As the course developed, new activities were included as the needs and skills of the participants warranted: idioms, resume development, correction of journal entries, and dictations.

The success of this program lies not in the carefully laid out goals and objectives or the tailored lesson plans, but in the unwavering eagerness of the participants to learn and the unique class dynamics as they bonded with one another and generated their own peer-tutoring style. Additionally, the success of this program is simply measured by the strong desire of the participants for its continuation.

Rita Moore
Project Manager

Pat Nichols and Lisa Watkins
Authors

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS

PRELIMINARY GOALS AND OBJECTIVES
FEBRUARY 8, 1994

I. Students will gain competency in interpersonal communication and social skills in the workplace.

By the end of this course, students will be able to:

A. Introduce themselves and others in informal and formal workplace settings.

B. Describe current or desired occupation.

C. Express lack of understanding and ask for clarification.

D. Interact with co-workers using appropriate "small-talk" topics.

E. Apologize for misunderstandings.

II. Students will improve communicative competency in job-related literacy and language skills necessary for increased participation in the workplace.

By the end of this course, students will be able to:

A. Identify and describe how their individual jobs relate to the overall production process and organizational structure.

B. Demonstrate appropriate workplace procedures for internal promotion or lateral job transfer.

1. Complete job application.

2. Inquire about job openings and determine time for interview.

3. Describe qualifications and job experience.

4. State lack of experience in a positive way.

5. Describe educational background.

6. Distinguish education, work experience, and work attitude.

7. Respond to personal questions in job interview.

8. Write a personal employment record or resume

9. Demonstrate understanding of common vocabulary used on job-applications and similar forms

C. Summarize pay and benefit policies of the company.

1. Inquire about benefits.

2. Define different benefits.

3. Ask questions about pay and hours.

4. Define "pay stub" vocabulary.

D. Demonstrate competency in reporting absences.

1. State proper procedure for reporting absences.

2. Report and state reasons for absence or tardiness.

E. Ask and respond to questions about work.

1. Ask and respond to questions about task completion.

2. Ask and respond to questions about location.

3. Ask for and give assistance in task completion.

F. Demonstrate understanding of company's safety policies and procedures.

1. State safety rules and reasons for them.

2. State and respond to safety warnings.

3. Describe safety signs found in the workplace.

4. State problems involved with safety.

G. Discuss work schedules and related issues.

1. Request schedule change, time-off, and vacation.

2. Read a work schedule.

3. Handle work schedule problems.

H. Demonstrate competency in workplace problem solving.

1. Apologize and give explanation for a mistake.

2. Demonstrate proper procedure for reporting accidents.

3. Give and accept constructive criticism.

I. Present brief speeches on job-related topics.

J. Demonstrate correct form for writing peer reviews.

III. Students will demonstrate oral and written competency in basic English grammatical structures.

By the end of the course, students will:

A. Use the simple present, present progressive, simple past, past progressive, and future tenses correctly.

B. Ask and respond to yes/no and information questions in the tenses studied.

C. Correctly use prepositions of time and place.

D. Use the comparative form of adjectives and adverbs.

E. Use nouns, determiners, subject/object pronouns, and possessive pronouns, and modals appropriately in sentences.

F. Correctly use negative forms of tenses under study.

G. Write simple sentences and paragraphs.
H. Participate in guided and free discussions incorporating new vocabulary and grammatical structures under study.

IV. Students will develop an awareness of and a sensitivity to cross-cultural assumptions and expectations that effect workplace communication.

By the end of this course, students will:

A. Develop basic knowledge about dialectical differences and listen to them for greater understanding.

B. Demonstrate appropriate interactions with supervisors and coworkers relative to cross-cultural expectations and assumptions.

C Recognize appropriate interactions between male and female coworkers specifically regarding physical proximity and contact.

D. Demonstrate acceptable ways of making suggestions and clarifying misunderstandings.

E. Identify when, how, and of whom to ask questions.

F. Demonstrate appropriate ways of giving and receiving feedback.

G. Interpret and appropriately respond to anger or displeasure.

H. Demonstrate acceptable ways of taking initiative.

I. Develop basic knowledge and use of job-related idioms and proverbs.

PIKES PEAK COMMUNITY COLLEGE
ESL WORKPLACE PROJECT: CURRENT, INC.

ORAL INTERVIEW

My name is_____and I teach English as a Second Language at Pikes Peak Community College. I will be teaching an English as a Second Language course for non-native speakers employeed at Current, Inc. I would like to ask you some questions to help determine your language needs and design an appropriate English language course. Answering these questions is voluntary. If you feel uncomfortable answering a question, please let me know. Your answers will be confidential.

1. What is your name?

2. What country were you born in?

3. What is your first language?

4. How long have you been in the US?

5. What was the highest level of education you completed in your country?
   ____None ___Elementary School ___High School __College (1 2 3 4)

6. Describe any formal English instruction you had in your country before you came to the US.

7. Please describe any English as a Second Language instruction you've had since you came to the US? (private tutoring, formal schooling, community education ESL classes, workplace training, etc)

8. What is your job area?_____ Describe your specific job.

9. According to your interest form, you have indicated that you would like to gain skills in_____. What is it specifically that you want to improve in these areas?

10. How will improvement in these areas affect your job performance?

11. Please describe any job or career goals that you have which would need higher English skills.

12. **M/W** 1:30-3:00____; 4:00-5:30___ **T/Th** 1:30-3:00___; 4:00-5:30___.

EVALUATION:

____Employee understood questions and articulated appropriate answers using correct grammar and was easily understood by interviewer.

____Employee understood questions with occasional need for rephrasing; articulated answers with some pronunciation /grammatical mistakes which did not impede communication.

____Employee had difficulty in understanding questions; required much rephrasing and guidance from interviewer; answers somewhat incomplete and difficult to understand (pronunciation/grammar)

____Employee was not able to understand or sufficiently answer questions; interview was a strain for both interviewer and interviewee.

		1	2	3	4	5	
Pronunciation:	Foreign	( )	( )	( )	( )	( )	Native
Grammar:	Inaccurate	( )	( )	( )	( )	( )	Accurate
Vocabulary:	Inadequate	( )	( )	( )	( )	( )	Adequate
Comprehension:	Incomplete	( )	( )	( )	( )	( )	Complete
Fluency:	Halting	( )	( )	( )	( )	( )	Smooth

(developed by the Foreign Service Institute)

RECOMMENDATION:

____Eligible for non-ESL Basic Skills Courses

____Eligible for Intermediate ESL

____Eligible for Beginning ESL

Interviewer_____ Date_____

JOB-RELATED IDIOMS

Taken from "Catch My Drift", **The ESL Teacher's Book of Lists**

3. (3/9) We're working ***against the clock***
4. (3/7) All systems go.
5. (6/20) I'm ***all thumbs.***
7. (6/8) He's ***asleep at the switch.***
9. (7/6) His ***back is against the wall.***
11. (9/7) That new employee is ***a real ball of fire.***
12. (6/22) She's ***beating around the bush.***
19. (6/27) The ***bottom line is.*** "No!".
24. (9/13) The new person on the assembly line ***caught the supervisor's eye.***
25. (3/16) He ***had his wings clipped.***
26. (9/14) Her coworkers ***gave her the cold shoulder.***
34. (9/19) No one ***can fill his shoes.***
36. (9/21) His coworker told him, ***"Get off my back."***
37. (2/28) She ***got the axe.***
38. (3/14-6/1) I think ***I've got the feel of it.***
39. (3/1) We just ***got wind of it.***
44. (8/3) I think he has ***a screw loose.***
45. (9/26) The supervisor told him to ***keep his head above water.***
49. (7/13) Her supervisor is always ***in a fog.***
50. (9/28) The machine operator is ***in hot water.***
51. (5/2) It's still ***up in the air.***
52. (6/15) Just ***jump through the hoops.***
53. (10/3) ***Keep your nose clean.***
54. (4/6) Keep the ball rolling.
59. (10/5) It happens ***once in a blue moon.***
60. (6/29) He's still ***on the fence.***
62. (10/10) The team members ***put two and two together.***
66. (7/18) ***Don't spread yourself too thin.***
71. (10/12) Can you ***lend me a hand?***
74. (10/17) ***Give me a break, will you?***
79. (10/19) The team member ***put his food in his mouth.***
80. (10/24) This report belongs ***in the circular file.***
87. (6/6) It's ***in the bag.***
88. (6/13) I was ***banking on*** getting that raise.
95. (10/26) She ***missed the boat*** when she turned down the supervisor's offer.
96. (7/27) He's got a ***bone to pick with*** his supervisor.
104. (4/13) I'm tired. I think I'll ***call it a day.***
105. (3/28) It never ***crossed my mind to...***
106. (5/23) I don't think ***I'm cut out to.....***
109. (4/25) My supervisor is always ***on edge.***
110. (4/27) Her work team ***fell behind*** its monthly quota.

112. (4/11) My supervisor will ***hit the ceiling*** when she sees this error.
113. (5/25,7/11) It was hard to ***hold my tongue*** at the work flow meeting.
116. (3/30) He ***takes great pains*** with the order processing.
121. (4/4) If we ***put our heads together,*** we could figure out the problem.

CROSS-CULTURAL DIALOGUES FROM THE WORKPLACE

(Cross-Cultural Dialogues, by Craig Storti)

22, 39	Cultural differences in taking risks
23	Singling out the individual from the group for recognition
21.24.43	Personal substance vs. technical know-how
25, 42	Task-at-hand vs. "The Family"
26, 27, 33, 35, 40, 45, 47	Respect for "one's place"; status of supervisor/subordinate
28	Honoring dedication over lack of productivity
29	Thinking vs. production
30, 37	"Doing" vs. "Being"; Promotions/Progress seen differently
20, 31, 38, 48	Saving "Face" and missing cultural cues
32	Performance evaluation and its perception
34	Subordinates

Use these to facilitate discussion about inherent cultural differences and those similar situations which have appeared in workplace experience. Draw as much information and conjecture from Ss as possible without telling them what the obvious differences are until they seem stymied. Teach them to look for clues and to be sensitive to cultural cues.

Justification for these dialogues: will sharpen recognition of our own culture's values about work, progress, time, family, etc. Until these are clearly understood as they are juxtaposed to other cultural responses in similar situations, those other cultural responses will not be anticipated, acknowledged, or tolerated.

EFFECTIVE COMMUNICATION IN THE WORKPLACE FOR NON-NATIVE SPEAKERS

OBJECTIVES FOR SESSION I

At the BEGINNING of the Session: **Please circle where you think you are in your understanding and use of these objectives in the workplace.** At the END of the Session: **Please put an "X" where you think you are in your use of these objectives in the workplace.**

1 = "I don't understand at all and I cannot do/use"
10 ="I completely understand and easily do/use correctly"

I. Social Skills and Interpersonal Communication

-Introduce yourself and others in informal settings	1 2 3 4 5 6 7 8 9 10
-Describe your current occupation	1 2 3 4 5 6 7 8 9 10
-Express your lack of understanding or you desire for clarification	1 2 3 4 5 6 7 8 9 10
-Interact with co-workers using appropriate "small-talk" topics	1 2 3 4 5 6 7 8 9 10

II. Job-related language and literacy

-Describe your educational background	1 2 3 4 5 6 7 8 9 10
-Know the difference between education, work experience, and work attitude.	1 2 3 4 5 6 7 8 9 10
-Respond to personal questions in a job interview	1 2 3 4 5 6 7 8 9 10

III. Basic English grammatical structures

-Understand and correctly use Simple Present Tense	1 2 3 4 5 6 7 8 9 10
-Understand and correctly use Present Continuous Tense	1 2 3 4 5 6 7 8 9 10
-Understand and correctly use Simple Past Tense	1 2 3 4 5 6 7 8 9 10
-Understand and correctly use negative forms of these three tenses	1 2 3 4 5 6 7 8 9 10
-Write simple sentences	1 2 3 4 5 6 7 8 9 10
-Participate in discussions using the above grammatical structures	1 2 3 4 5 6 7 8 9 10

IV. Cross-cultural sensitivity

-Identify when, how, and of whom to ask questions	1 2 3 4 5 6 7 8 9 10
-Interpret and correctly respond to anger or displeasure	1 2 3 4 5 6 7 8 9 10
-Understand and correctly use job-related idioms	1 2 3 4 5 6 7 8 9 10

Name_____ Beginning of Session_____ End of Session_____

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #1

Grammar: Simple Present Tense 1st person
Interpersonal/Social Skills: Learning about one another and giving personal information
Job-related Language and Literacy: Talking about one another's job; use of "Current Word Search" game
Cross-Cultural:

I. Introductions and overview of course

II. Do "Current" Word Search while filling out IIP's and reviewing what has already been filled in

III. Explain PPCC's portfolio policy and use
Explain journal entries and form
Explain evaluation form and procedure
Fill out Participant Data Sheets
Fill out 4 x 6 information cards

IV. Ice-Breaker/M&M Game

Objective: Ss will use Simple Present Tense by making factual statements about themselves in complete sentences relative to M&M color-prompted categories

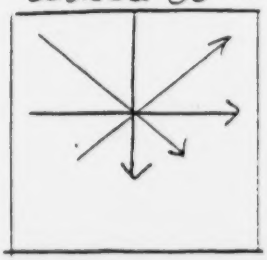
Method: Ss will take a handful of M&M's from a bag. Per the number and colors of M&M's in hand, Ss will generate information statements relative to the color-coded categories listed below:

Red: age, children, or anything else personal
Green: native language, anything about your country
Orange: something you do everyday
Yellow: something about your job
Lt. Brown: hobies, what you do for fun and recreation
recreation
Dark Brown: opinions about anything

FIND THE HIDDEN "CURRENT" WORDS

D	P	A	C	K	A	G	I	N	G	B	A	T	I	R
D	A	T	E	R	M	L	O	S	O	R	T	I	N	G
L	M	T	E	A	T	S	T	O	C	I	F	Q	S	R
B	R	I	A	M	F	G	D	A	M	A	T	K	P	Y
W	O	O	K	E	D	R	N	A	B	R	L	B	E	S
D	M	E	N	S	N	O	E	C	O	G	M	M	C	T
P	A	O	S	O	R	T	I	N	S	A	P	E	T	O
L	T	B	O	R	C	L	R	Z	R	T	S	I	I	M
S	B	N	T	C	U	R	R	Y	I	E	A	O	O	A
C	L	A	B	O	R	L	O	A	N	K	A	G	N	D
S	A	O	A	N	R	T	M	O	V	I	E	E	W	V
S	T	K	E	Y	E	N	T	R	Y	L	M	M	Y	I
C	O	M	M	U	N	I	T	Y	B	D	J	O	B	S
U	N	I	S	O	T	F	H	O	O	R	F	G	T	O
N	L	O	P	E	R	A	T	O	R	T	I	S	M	R
B	R	M	F	G	O	R	W	O	R	K	F	L	O	W

WORDS GO...



LOOK FOR THESE "CURRENT" WORDS HIDDEN ABOVE:

Current
Briargate
Woodmen
Stone
Data-Entry
Key-Entry
Inspection
Community
Advisor
Operator
Packaging
Work Flow
Sorting
Team
Labor Loan

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #2

Grammar: Review Simple Present: Routine, Facts, Opinions, General Statements
Yes/No Question formation with verb "To Be"
Job-Related language and literacy: Description of tasks
Interpersonal and Social Skills: Small Talk about one another's jobs
Cross-Cultural:

I. **Journal Entry:** Write some sentences repeating what you said in the last lesson about yourself--personal information.

II. Review Simple Present Tense: Verb "To Be", other verbs
A. Yes /No question formation with verb "To Be"
B. Review contractions with verb "To Be"/Don't, Doesn't
C. Review use of Simple Present, 3rd person/singular

1. Yes/No question formation with "do/does"

III. ***Working In English*** Chapter 2, pg. 14-17----practice and review Simple Present /question formation

A. Ss ask and answer questions about jobs at Current.

B. Stress Simple Present's use with Routine, Opinions, General Statements, and Facts

IV. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #3

Grammar: Review "Be"
Review Simple Present
Review Yes/No question formation
Interpersonal/Social Skills:
Job Related Language/Literacy: Further description and discussion of job tasks
Cross-Cultural: "What are your strategies for making yourself understood at work"?

I. **Journal Entry**: Using Simple Present Tense, write a description of what you do everyday from the time you arrive at work until the time you leave.

II. Introduction of Frequency Adverbs--use with Simple Present statements about daily work routine.

A. Can any of these be added to journal entry?

B. Do sentence exercises in pairs:

1. Pair work: Make up possible sentences using combinations available from the attached chart

2. Describe the tasks you do at home using frequent adverbs.

3. Ask and answer questions relative to answers in above exercises and use freq. adverbs

III. **Evaluation Form**

AT HOME

When you work at home, you use many skills. Read each skill and put a check (✓) in the first column if you use that skill at home.

SKILL	USE AT HOME
Clean House	
Sew clothes	
Plant garden	
Fix broken things	
Mow lawn	
Have parties	
Take care of children	
Cut hair	
Cook food	
Paint house	
Go shopping	
Drive car	
Ride bicycle	
Exercise	
Talk with family	

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #4

Grammar: Review "Be"
Adjectives describing feelings
Review Simple Present
Interpersonal/Social Skills: Small talk about "How do you feel today?"
Job-Related Language Literacy: Further description and discussion of job tasks
Cross-Cultural: Discuss appropriateness of asking personal questions

I. **Journal Entry:** Using simple present tense AND frequency adverbs, describe what you do each day at home

II. Individual Ss stand up and describe a "typical" day--using Simple Present Tense, frequency adverbs (allow about 5 minutes each)

III. Verb "to be" review, contractions, + adjectives of emotion

A. Introduce adjectives of emotion
1. Use pictures from picture file and "mime" pictures to elicit vocabulary for emotions

B. "How do you feel today?" ("How are you feeling today?")
1. Use Simple Present Tense: "I feel....." and "I am....."
2. Ss ask each other question, :"How do you feel?"

IV. **Cross-Cultural?** How do you feel about personal questions and what do you do about them?

A. ***Working In English***, p. 4
B. How do you feel about personal questions and what do your do about them?

VI. **Evaluation Form**

1. pleased
2. happy
3. ecstatic
4. surprised
5. shocked
6. sad
7. miserable
8. grieving
9. displeased
10. angry/mad
11. furious
12. annoyed
13. disgusted
14. embarrassed
15. ashamed
16. nervous
17. worried
18. scared/afraid
19. determined
20. proud
21. smug
22. shy
23. bored
24. confused
25. suspicious

Is he happy? Yes, he is.
Is she happy? No, she isn't. She's sad.

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EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #5

Grammar: Present Continuous
Interpersonal/Social Skills: Small Talk with someone you don't know
Job-Related Language/Literacy: Small Talk "on the job"/idiom
Cross-Cultural: Declining to answer personal questions/communication repair

I. **Journal Entry:** Choose 5 adjectives of emotion and use the following patterns:
"I'm_____when I (SPT)_____.
"I feel_____when I (SPT)_____.

II. Personal Questions

A. In pairs, go through 3 sets of dialogue in **WIE**, pp. 9-10

B. Ss find someone to interview in a similar fashion that they don't know--
Pretend your partner is sitting at a table in the cafeteria at work
1. Put possible "small talk" topics on the board: weather, job, workplace project, food in cafeteria, etc.
2. **Cross-Cultural**: Read Cross-cultural info in **Active Listening**, pp36-37; "What are appropriate topics?" "What aren't?"

C. If questions are too personal: "I don't feel comfortable answering that."
"I'd prefer not answering that."
"That's too personal."
Repair: "OK!"
"Oh, excuse me."
"I'm sorry.

III. Introduction of Present Continuous Tense
A. Be + ing; used for NOW activities or any currently on-going activities over a period of time that includes the present
B. Use of "Present continuous" pictures from picture file or magazine; ask Ss, "What is/are _____doing?"
1. Ss answer using contracted form of "Be"
2. ?'s can also be contracted, "What's he/she doing?"; "What're they..."

IV. **Idiom**
V. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #6

Grammar: Contrast Present Continuous Tense with Simple Present Tense
Interpersonal/Social Skills: Classroom clarification strategies (**AL**, p.3)
Job-Related Language/Literacy: Identify when, how, and of whom to ask questions
Cross-Cultural:

I. **Journal Entry**: Pretend you're in the lunch room at work right now. What are you doing? (PCT), What do you see?(SPT), What can you hear?(SPT), What can you smell?(SPT), What are other people doing?(PCT)

II. Clarificaton strategies in the classroom: **AL**, p.3 (copy attached)
   A. Discuss statements on p. 3 and appropriate answers
   B. Ss answer questions in "Culture Corner"

III. Contrast Simple Present Tense with Present Continuous Tense
   A. **WIE**, p. 35
   B. Verbs that do not appear with Present Continuous Tense:

hear(vs "listen to")		see(vs "look at")	
think (vs. "think about")		have (possession	
prefer	own	want	
smell	like	taste(vs. "eat")	
hope	know	love	
need	cost	remember	
hate	understand		

   C. "What are you doing?" pantomime
      1. S1 asks S2, "What are you doing?"--S2 must act "it" out

V. **Idiom**

VI. **Evaluation**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #7

Grammar: Negative Contractions
Contrast Simple Present w/ Present Continuous Tense
using "Wh" questions (do/does and is/are)
Interpersonal/Social Skills:
Job-Related Language/Literacy: Identify managerial terms used in workplace
Cross-Cultural: Identify when, how, and of whom to ask questions

I. **Journal Entry**: What are the questions you would like to ask the President of your company?

II. Cross-Cultral--examples
A. Voluntary sharing of journal questions.
1. Would you really be able to ask these questions of the President?
2. What are the kinds of questions that culture keeps us from asking certain people?

III. When, how, and of whom to ask questions--"chain of command"
A. You're checking your time card. Something is wrong with your pay. To whom do you go?

B. You're having a problem with your supervisor. To whom do you take the problem.

C. Workplace "Chain of Command": President, Vice President, Department Heads, Team Managers, Area Facilitator/Coordinator, Leads (Supervisor, Boss, Manager, Crew chief, etc.)
1. Elicit "Wh" questions while discussing what each of these do
2. Contrast SPY with PCT in question formation using "Who", "What", "Where" and "When"

IV. Review of Contractions/Introduction of Negative contractions

A. Simple Present Tense/Negative
B. Simple Past Tense/Negative
C. Oral review of negative contractions. Questions which elicit short answers using negative contractions.

V. **Idiom**

VI. **Evaluation**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #8

Grammar: Using "time words and phrases", elicit Simple Present, Simple Past, and Present Continuous Tenses from Ss
Interpersonal/Social Skills:
Job-Related Language/Literacy:
Cross-Cultural:

I. **Journal Entry**: Using any of the tenses we've studied so far, write anything you want.

II. Introduce time expressions: yesterday, now, today, last evening, last month, last year, last Thursday, this morning, this month, this year, in the morning, in the evening, in the afternoon, at night, etc.

III. **WIE,** p. 35, 36, 37: Review of Simple Present/Present Continuous
Pair Work

IV. Simple Past Tense

A. Spellings and pronunciation of Simple Past Tense regular verbs
1. /t/, /ed/, /d/
2. Have Ss "brainstorm" verbs that fit into these three categories and contrast spelling with pronunciation

B. Introduction/Review of Simple Past Tense of "To Be"

IV. **Idiom**
V. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #9

Grammar: Simple Past Tense
Review of Time Expressions and which tenses they require
Interpersonal/Social Skills:
Job-Related Language/Literacy: Evaluation Form questions and vocabulary
Cross-Cultural:

I. **Journal Entry:** What new or interesting things did you do yesterday, last week, last month, AND last year?

II. Use Evaluation Form as a practical tool for eliciting SPT and determining if Ss all understand how and why to fill out Evaluation Form.

A. Go over each question, it's form, examples of appropriate answers and internal vocabulary.

B. Help Ss with possible answers and verb forms for each question.

C. Explain difference between long answers (sentences) and short answers

III. **Idiom**

IV. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #10

Grammar: Review of everything presented so far

Interpersonal/Social Skills:
Job-Related Language/Literacy: Discuss difference between "work experience", "work attitude", and "education" as required in job interviews or on job applications
Cross-Cultural:

I. **Journal Entry:** Choose 5 of the SPT verbs on the board and write a short paragraph using each of the verbs at least once. Try to use the time expressions that you have learned.

II. Chain story in Simple Past Tense

A. Using any of the time expressions and the SPT, Si begins telling a story (T writes sentences on board). Each successive S will add one more sentence using SPT until last S is finished.

B. T will use this as spelling and pronunciation exercise as well as reinforcement of Simple Past Tense. Ss will be referred to "Grammar Syllabus" for lists of verb conjugations.

III. Ss will discuss what they DID during work today.

IV. **WIE**, p. 40 and 41--Use of all three tenses in dialogue; identify tenses used

V. **WIE**, p.42-43 Discuss difference between "work experience", "work attitude", and "education" eliciting Simple Past Tense and Present Continuous Tenses and introduction (lightly) of Past Perfect Tense

VI. **Idiom**

VII. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS

OBJECTIVES FOR SESSION II

At the BEGINNING of the Session: **Please circle where you think you are in your understanding and use of these objectives in the workplace.** At the END of the Session: **Please put an "X" where you think you are in your use of these objectives in the workplace.**

1 = "I don't understand at all and I cannot do/use"
10 ="I completely understand and easily do/use correctly"

I. Social Skills and Interpersonal Communication

-Describe desired occupation *(I'd like; I'd prefer; I'd rather)*	1 2 3 4 5 6 7 8 9 10
-Express concern	1 2 3 4 5 6 7 8 9 10
-Use *have* to express sickness/illness *(I have a cold; I have the flu)*	1 2 3 4 5 6 7 8 9 10

II. Job-related language and literacy

-Ask and respond to questions about location/direction	1 2 3 4 5 6 7 8 9 10
-State proper procedure for reporting absences/tardiness	1 2 3 4 5 6 7 8 9 10
-Report and state reasons for absences/tardiness	1 2 3 4 5 6 7 8 9 10

III. Basic English grammatical structures

-Understand and correctly use Simple Past Tense	1 2 3 4 5 6 7 8 9 10
-Understand and correctly use Past Continuous Tense	1 2 3 4 5 6 7 8 9 10
-Understand and correctly use Future Tense *(Be + going to; will)*	1 2 3 4 5 6 7 8 9 10
-Understand and correctly use negative forms of these three tenses	1 2 3 4 5 6 7 8 9 10
-Write short paragraphs with correct form	1 2 3 4 5 6 7 8 9 10
-Understand and correctly use *can, can't, could, may*	1 2 3 4 5 6 7 8 9 10
-Understand and correctly use *have to*	1 2 3 4 5 6 7 8 9 10
-Correctly use prepositions of time and place (*on, in, at, behind, on top of, over, next to, etc.)*	1 2 3 4 5 6 7 8 9 10
-Participate in discussions using the above grammatical structures	1 2 3 4 5 6 7 8 9 10

IV. Cross-cultural sensitivity

-Recognize cultural differences between the "Team" and "Individual"	1 2 3 4 5 6 7 8 9 10
-Understand and correctly use job-related idioms	1 2 3 4 5 6 7 8 9 10
-Understand cultural differences regarding absences	1 2 3 4 5 6 7 8 9 10

Name_____ Beginning of Session_____ End of Session_____

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #11

Grammar: Review of Simple Past Tense/Irregular Verbs
Interpersonal/Social Skills:
Job-related Language and Literacy: Individual vs. the Team
Cross-Cultural: "Pat on the Back" (#23) - Personal recognition within a Team

I. **Journal Entry:** What happened in your life during our Spring Break?

II. Review of Simple Past Tense
   A. Oral Review - "What did you do during Spring Break?"
      1. S1 asks S2; S2 asks S3, etc.; use "***during Spring Break***"
      2. Chain story: S1 says, "During Spring Break, I....."; S2 repeats what S1 has just said and adds his own response, etc.
   B. **Basic Grammar, p. 19**
      1. Work in pairs
      2. Emphasize Exercise 9.3 and Simple Present Tense and Frequency Adverbs

III. Cross-Cultural Dialogue #23 - "Pat on the Back" from **Cross-Cultural Dialogues**
   A. What is happening here?
   B. Discuss our culture's emphasis of the individual vs. the group.

IV. Discuss the Team Concept
   A. How does it work?
   B. How often do you get together for meetings?
   C. What do you do in your meetings?
   D. How do you solve problems?
   E. Do you have a team closeness similar to the CC dialogue just read?

V. Writing exercise - Write in sentences and paragraph form--"I like/don't like my team because..."

VI. **Idiom:** "It never crossed my mind to....."

VII. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #12

Grammar: ***"can", "can't"; "I have the flu (a headache, etc.)"***
Review of Simple Present, Present Progressive
Interpersonal/Social Skills: Expressing concern
Job-related Language/Literacy: Reporting absences and tardiness; Current forms
Cross-Cultural: "The Flu" (#25) - Appropriateness of absence; "Person vs Project"

I. **Journal Entry**: I like/don't like my Team because.....

II. Reporting Absences: **WIE, p. 86**
- A. Choral reading; pair reading
- B. Identify Simple Present Tense
- C. Introduce use of ***can, can't*** with Simple Present Tense
  1. Emphasize difference in stress and pronunciation
  2. Ss ask each other in chain--"What can you do?" and answer, "I can....."
  3. Ss ask each other in chain, "Can you.....?" and answer
     "No, I can't....., but I can....."
     "Yes, I can. I can also....."

III. Discuss Workplace policy for reporting illness/absences
- A. Review Workplace forms and procedures

IV. Review dialogue and identify "phrases expressing concern"

V. Read **Cross-Cultural Dialogues,** #25 (overhead)
- A. Was concern expressed here?
- B. What was happening in this exchange? What was more important?

VI. Review "phrases expressing sickness" using **have/has**
- A. Introduce appropriate vocabulary: headache, stomachache, backache, the flu, a cold, allergies, a sinus headache, etc.
- B. Ss practice short exchange: S1- I'm sorry. I can't come to work today
  S2- Oh? What's the matter?
  S1- I have.....

VII. **Idiom:** "He takes great pains with the....."
VIII. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #13

Grammar: Introduce Future Tense ***"Be + going to..."***
Use of Present Progressive to express future time
Use of ***could*** for asking permission
Interpersonal/Social Skills:
Job-related Language/Literacy: Reporting tardiness (***"I'm going to be late."***)
Cross-Cultural: Appropriateness of absence/tardiness

I. **Journal Entry:** Discuss some things that you can and can't do

II. Review of ***have/has*** for expressing illness or medical problems
A. **WIE, p. 95,** Part I ; do individually; check answers orally

II. **WIE, p. 88 -** "I'm going to be late"
A. Choral reading; pair reading of dialogue
B. Explain use of ***"could"*** as used in dialogue to request permission
1. Ask Ss, "How have you heard ***could*** used?
2. Practice, "Could I please....." contrast with "Can I please...."
C. Introduce use of ***Be + going to*** for future time and expressing plans
1. Use **Basic Grammar, p. 42**
2. Use **Basic Grammar, p. 43** for in-class practice
3. Ss ask and answer, "What are you going to do tonight?" - chain
4. **WIE, p.90** - Complete exercise and practice orally, "I'm going to be late because....."

III. Discussion on appropriateness of absence or tardiness
A. What is considered appropriate in your workplace?
B. What do you consider appropriate?
C. What did Juan in the dialogue consider appropriate?
D. What did Felice in the dialogue (**CCD** #25) consider appropriate?
E. Do Exercise #1 and #2 on **WIE, p. 97**

IV. **Idiom:** "If we put our heads together, we could figure this out" (Team concept)

V. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #14

Grammar: Review of ***Be + going to***
Introduce ***have to*** and ***may***
Interpersonal/Social Skills: ***"I have to leave early"***
Job-related Language/Literacy: Discuss procedures for special requests
Cross-Cultural:

I. **Journal Entry:** What are you going to do this weekend?

II. **WIE, p. 91** - Complete exercise choosing correct order of responses - pair work
   A. Oral practice
   B. Discuss attitude of Mr. Carter and his understanding of "have to"
   C. Explain use of ***have to***
      1. Oral practice - "What do you have to do tonight?"

III. Reasons for being late or absent
   A. **WIE, p. 95** - Do exercise #1
   B. **WIE, p. 93** - Pair work - Give a variety of reasons for being late

IV. Discuss procedures for making special requests in the Workplace

V. **Idiom;** "Keep the ball rolling"

VI. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #15

Grammar: Future Tense - ***will + verb***
Prepositions ***on, at, in*** as used in time expressions
Interpersonal/Social Skills:
Job-related Language/Literacy: Continued discussion on Absence/Tardiness
Cross-Cultural: "Saturday Shift"(#42), "Calling in Sick" (#35)

I. **Journal Entry:** What do you have to do next month and why?

II. **CCD, #35, 42** - Cultural assumptions as to what constitutes reasons for absence and tardiness; other reasons for absences (overhead)
   A. What is going on in these dialogues
   B. What is the "American" reaction?
   C. What are the unspoken assumptions?
   D. Have you ever been in similiar situations?

III. **WIE, p. 94,** Parts I and II; Future Tense; Prepositions in time expressions
   A. Identify sentences as reasons for absence or tardiness
   B. Introduction of ***will*** and contraction ***'ll*** for future time
      1. Practice for pronunciation and function
      2. Choral repitition; Ss generate sentences
      3. Explain use of ***will*** for certainty and emphasis in contrast to ***be + going to***; use with simple for of verb
   C. Part II - Introduction of prepositions ***on, at, in*** for use in time expressions
      1. In the afternoon, in January, in the evening, in 1995
      2. On Saturday, on Thursday morning, on the 8th, on April 4th
      3. At 4:30, at 6:00, etc.
      4. Ss complete statements similar to examples in Part II stating reasons for being late and expected time of arrival

IV. **Idiom:** "My supervisor will hit the ceiling when she sees this error.

V. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON #16

Grammar: Prepositions ***on, at, in*** as used for location; other prepositions too
Interpersonal/Social Skills: Asking and responding to questions about location
Negotiating understanding and clarification
Job-related Language/Literacy: Identify these prepositions in work forms
Cross-Cultural:

I. **Journal Entry:** You have enough money. You do not have to work anymore. What will you do with your time. (Use ***will, 'll***)

II. Using **Basic Grammar p. 192** as handout, review prepositions of location
   A. Review differences between ***on, at, in***
   B. Use picture file to elicit sentences using these prepositions
   C. **WIE, p. 136** - Dialogue using directions
      1. Choral repitition; pair work
      2. Using **WIE, p. 137**, ask and answer requests for directions
      3. **WIE, p. 138, 139** - read and review these prepositions
   D. Speaking Practice - **WIE, p. 142** "Where are you?"

III. Give real directions for current school building - have Ss look at floor plan and negotiate directions and actually go to those rooms in the building - return and identify what they found at that location

IV. **Idiom:** "I'm tired. I think I'll call it a day."

V. **Evaluation Form**

TWO LETTER STATE ABREVIATIONS

Alaska ..... AK	Kansas ..... KS	Ohio ..... OH
Alabama ..... AL	Kentucky ..... KY	Oklahoma ... OK
Arizona ..... AZ	Louisiana ..... LA	Oregon ..... OR
Arkansas ..... AR	Maine ..... ME	Penn. ..... PA
California .... CA	Maryland .... MD	Puerto Rico . PR
Canal Zone . CZ	Mass. ..... MA	Rhode Isl ..... RI
Colorado ..... CO	Michigan ..... MI	S Carolina ... SC
Connecticut . CT	Minnesota .. MN	S Dakota ..... SD
Delaware .... DE	Mississippi .. MS	Tenn ..... TN
Dist. of Col. . DC	Missouri ..... MO	Texas ..... TX
Florida ..... FL	Montana ..... MT	Utah ..... UT
Georgia ..... GA	Nebraska .... NE	Vermont ..... VT
Guam ..... GU	Nevada ..... NV	Virginia ..... VA
Hawaii ..... HI	N Hamp ..... NH	Virgin Isl. VI
Idaho ..... ID	New Jersey . NJ	Wash ..... WA
Illinois IL	New Mex .... NM	W Virginia .. WV
Indiana ..... IN	New York .... NY	Wisconsin .... WI
Iowa ..... IA	N Carolina .. NC	Wyoming .... WY
	N Dakota .... ND	

UNITED STATES
International Boundary
State Boundary
State Capitals
Salem
National parks
0 100 200 300 400 500 miles
Scale
0 200 400 600 800 km
Road distances in miles
HAWAIIAN ISLANDS
KAUAI
Kapaa
NIIHAU
OAHU
Honolulu
MOLOKAI
LANAI
KAHOOLAWE
HAWAII
Pahala
Bering Str.
Beaufort Sea
Brooks Range
Kotzebue
Nome
Fort Yukon
Ruby
Fairbanks
ALASKA
Holy Cross
Bethel
Anchorage
Palmer
Valdez
Cordova
Seward
Bristol Bay
Kodiak
Kodiak Island
Shelikof Str.
GULF OF ALASKA
Sitka
OREGON
Grants Pass
Eureka
NEVADA
Carson City
Great Basin
San Francisco
Sacramento
Long Beach
IDAHO
Boise
Great Falls
Helena
Billings
Sheridan
Casper
Rock Springs
Cheyenne
Salt Lake City
UTAH
COLORADO
Denver
Greeley
Colorado Springs
Pueblo
Grand Canyon
ARIZONA
Phoenix
Tucson
Douglas
Nogales
NEW MEXICO
Santa Fe
Albuquerque
Roswell
El Paso
Juarez
Regina
Winnipeg
NORTH DAKOTA
Bismarck
Fargo
Grand Forks
Minot
SOUTH DAKOTA
Rapid City
Pierre
NEBRASKA
Scottsbluff
Hastings
Lincoln
KANSAS
Topeka
Hutchinson
Wichita
OKLAHOMA
Oklahoma City
Amarillo
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Abilene
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Dallas
TEXAS
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Waco
Austin
Houston
Galveston
San Antonio
Piedras Negras
Laredo
Corpus Christi
Brownsville
Red River
Duluth
Saint Paul
Sioux City
IOWA
Des Moines
Waterloo
Cedar Rapids
Madison
CHICAGO
Peoria
Springfield
St Louis
Jefferson City
MISSOURI
Springfield
Fort Smith
ARKANSAS
Little Rock
El Dorado
Memphis
Nashville
KENTUCKY
Frankfort
Lexington
Indianapolis
IND
Lansing
DETROIT
OHIO
Columbus
Akron
Chattanooga
Birmingham
ALABAMA
Montgomery
Atlanta
Augusta
Macon
Columbus
GEORGIA
New Orleans
Tallahassee
Jacksonville
Daytona Beach
Orlando
FLORIDA
Tampa
West Palm Beach
Miami
Key West
Bahama Isl.(Br)
Nassau
Savannah
Charleston
SOUTH CAROLINA
Columbia
Wilmington
Charlotte
Raleigh
Durham
NORTH CAROLINA
Winston Salem
VIRGINIA
Richmond
Norfolk
Roanoke
Danville
Washington
Dover
DEL
PENNSYLVANIA
Pittsburgh
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NEW YORK
Albany
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Portland
Augusta
MAINE
Quebec
MONTREAL
Ottawa
Toronto
L. Ontario
ATLANTIC OCEAN
GULF OF MEXICO
MEXICO
Chihuahua
Torreon
Durango
Monterrey
60°
100°
90°
80°
140°
150°
160°
J Akkerman

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EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS

OBJECTIVES FOR SESSION III

At the BEGINNING of the Session: **Please circle where you think you are in your understanding and use of these objectives in the workplace.** At the END of the Session: **Please put an "X" where you think you are in your use of these objectives in the workplace.**

1 = "I don't understand at all and I cannot do/use"
10 ="I completely understand and easily do/use correctly"

I. Social Skills and Interpersonal Communication
- ***I'd like; I'd rather; I'd prefer*** 1 2 3 4 5 6 7 8 9 10

II. Job-related language and literacy
- -Describe job qualifications and job experience 1 2 3 4 5 6 7 8 9 10
- -Write a personal employment record /resume 1 2 3 4 5 6 7 8 9 10
- -Understand and correctly use employment/application form vocabulary 1 2 3 4 5 6 7 8 9 10

III. Basic English grammatical structures
- -Understand and correctly use Present Perfect Tense 1 2 3 4 5 6 7 8 9 10
- -Understand and correctly use ***since, for,*** and ***ago*** 1 2 3 4 5 6 7 8 9 10
- -Understand and correctly use negative forms of these three tenses 1 2 3 4 5 6 7 8 9 10
- -Write short paragraphs with correct form 1 2 3 4 5 6 7 8 9 10
- -Make comparisons with adjectives and adverbs 1 2 3 4 5 6 7 8 9 10
- -Understand and correctly use determiners ***(this, that, these, those)*** 1 2 3 4 5 6 7 8 9 10
- -Correctly use subject and object pronouns ***(he, him, she, her, I, me, etc.)*** 1 2 3 4 5 6 7 8 9 10
- -Correctly use possessive pronouns (***my, mine, his, hers, her, its, yours,etc.)*** 1 2 3 4 5 6 7 8 9 10

IV. Cross-cultural sensitivity
- -Understand and correctly use job-related idioms 1 2 3 4 5 6 7 8 9 10
- -Understand ethnic group divisions 1 2 3 4 5 6 7 8 9 10

Name_____ Beginning of Session_____ End of Session_____

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #17

Grammar: Review of Present, Past, Present Continuous, Future tenses
Review of Time Expressions
Review of Prepositions of time and location
Review Yes/No Question formation
Review Negative
Interpersonal/Social Skills:
Job-Related Language/Literacy: Review paragraph form and punctuation
Cross-Cultural:

I. **Journal Entry:** What did you do during the two weeks of break that we had?

II. Pass out Pre-Assessment for this Session and run through it with Ss explaining each Objective.

III. Review of tenses; generate proper tense by using ***time expressions***
A. Ask S1 to make sentences using time expressions
B. Ask S2 to change sentence to a yes/no ?
C. Ask S3 to change sentence to negative
D. Review names of tenses with Ss

IV. Review of prepositions of location and time
A. Have Ss describe the location of an object.

V. **Idiom**

VI. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #18

Grammar: Difference between ***"different from"*** and ***"the same as"***
Introduce Present Perfect Tense; use of ***since, for***, and ***ago***
Interpersonal/Social Skills:
Job-Related Language/Literacy: Describe similarities and differences in jobs and supervisors/coworkers
Cross-Cultural: appropriate descriptions for people (**AL "Culture Corner", p.31**)

I. **Journal Entry**: Using at least 5 of the time expressions on the board, write a paragraph about anything that you want. Use the correct tenses. The sentences must relate to one another.

II. Introduction of Present Perfect Tense
- A. Contrast with Simple Past Tense--completed action
- B. Used for activity begun in the past and continued into present
  1. with ***since***--indicates a specific point in time
  2. with ***for***--indicates a period of time
  3. contrast with ***ago***
- C. Answers question "How long?"
- D. Read **WIE, p. 170**
  1. Do "Practice" **WIE pg. 171**

II. **Cross-Cultural:** The way we describe people is sometimes based on culture. For example, in Thailand, when you tell a middle-aged man, "You look a little fat," it has a good meaning. It means, "You must be doing well and have a lot of food." In the United States and Canada, the meaning is bad: "You are eating too much and not taking care of yourself." What kind of descriptions have good meanings in your culture? Bad meanings?

III. Introduction of "**_____is different from_____**"; "**_____is the same as_____**" . Add **"because"**......"

- A. Use **Active Listening, pp 30, 32-33:** Work in pairs and identify the similarities and differences
  1. "The writing on this Tee shirt is different from the writing on this Tee shirt because the letters are changed."
  2. Use the picture on page 33 to elicit, "A police officer is the same as a politician because they both work for the government." or similar responses.

B. Identify similarities and differences between the different workplaces represented , types of jobs, coworkers, or supervisors.

IV. **Idiom**

V. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #19

Grammar: Review difference between ***"different from"*** and ***"the same as"***
Review Present Perfect Tense; use of ***since, for***, and ***ago***
Introduce comparative forms of adjectives; ***-er.....than, more.....than***
Introduce Personal/Possessive Pronouns and Possessive Adjectives

Interpersonal/Social Skills:

Job-Related Language/Literacy: Describe similarities and differences in jobs and supervisors/coworkers using ***-er.....than, more.....than***

Cross-Cultural: Discuss appropriateness of pointing out similarities and differences between people (i.e. "You're fatter than her")

I. **Journal Entry**: Using "different from" and "the same as", describe two of your coworkers or supervisors. Explain why they are similar or different by using "because".

II. Review material covered in last lesson
- A. Do "Practice" **WIE, pg. 39** (Present Perfect and "How long?")
- B. Ask Ss to identify and explain similarities and differences between each other.

III. Introduce Personal Pronouns, Possessive Pronouns, Possessive Adjectives
- A. Personal Pronouns--Subject position => object position
  1. I =>me
  2. You
  3. He =>him; She => her; It => it
  4. We => us
  5. They => them
- B. Possessive Pronoun => Possessive Adjectives
  1. My => mine
  2. Your => yours
  3. His => his; Her=>hers
  4. Our => ours
  5. Their => theirs
- C. Have Ss identify objects in the class room and to whom they belong
  1. Introduce ***"Whose is this?"*** and contrast with ***" Who's this?"***
  2. Ask and answer questions to elicit full range of answers.

III. Introduce ***-er.....than, more.....than***--use picture file
- A. Explain when to use which one
- B. Ss compare age, height, appearance of one another

C. Ss compare jobs, workplaces, coworkers, supervisors.

1. Introduce vocabulary appropriate to the workplace and description of work and workers: challenging, boring, patient, difficult, interesting, etc.

IV. Cross-Cultural Discussion: appropriateness of comparison statements

IV. **Idiom**

V. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #20

Grammar: Review Personal Pronouns in Subject/Object position
Review Possessive Pronouns and Possessive Adjectives
Review comparitive forms of ***-er than; more..... than; less..... than***
Interpersonal/Social Skills: Interview ethics
Job-Related Language/Literacy: Discuss job interviews and performance
Pay Stub vocabulary
Cross-Cultural: Discuss possible cultural limitations to jobs

I. **Journal Entry**: Compare two places you like and explain why

II. Review use of comparitives
A. Have Ss compare their supervisors and coworkers
B. Review appropriate adjectives for such compairsons

III. Describe Paycheck and Paystub vocabulary
A. Use **WIE, pp. 56-58**
1. Pair work **WIE pp 57-58**
B. Explain terms as necessary and use as pronunciation practice

IV. Ss review interviews and discuss applicant qualifications and hiring possibilities
A. **WIE, p. 49**
B. Ss interview one another for given job.

V. **Idiom**

VI. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #21

Grammar:
Interpersonal/Social Skills:
Job-Related Language/Literacy: Vocabulary relative to employment and application forms
Cross-Cultural:

I. **Journal Entry**: Describe your first interview for your present job.

II. Read journal entries to class and compare reactions to first interview.

III. Introduce List of Employment/Job Application vocabulary words
   A. Have Ss review list and check those words which they don't understand.
      1. Develop a composite list for class discussion
      2. Use words as pronunciation and spelling exercise
   B. Have Ss use words in sentences.

V. **Idiom**

VI. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #22

Grammar: ***I'd prefer + V-ing; I'd rather + V; I'd like + to + V***
Interpersonal/Social Skills: Use of "***Would you like.....?***"
Job-Related Language/Literacy: Employment/Application form vocabulary
Worksheet on "Seeking Employment"

Cross-Cultural:

I. **Journal Entry:** Write a short paragraph beginning with, "If I could change jobs, I'd like to (or "I'd prefer", or "I'd rather").....

II. Explain use of ***I'd rather***, ***I'd prefer***, and ***I'd like*** in expressing preferences and desires.

A. Have Ss ask job-related questions beginning with "***Would you like....?***" and then answer with ***I'd rather***, ***I'd prefer***, or ***I'd like*** and correct verb form.

B. Simulate interview in which S's answer is "No" and next line is "***What would you rather do?***"

III. Use worksheet entitled "Seeking Employment" and define and review vocabulary words.

A. Use as pronunciation practice
B. Use words to foster discussion

IV. **Idiom**

V. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #23

Grammar:
Interpersonal/Social Skills: Politeness during job interview
Job-Related Language/Literacy: Employment/Application form vocabulary
Various job qualifications
Simple Resumé
Cross-Cultural: Experience interviewing one another for Resumé

I. **Journal Entry:** Why would you hire YOU?–"I would/wouldn't hire me because..."

II. Ask Ss to read from their journals as to why they would or wouldn't hire themselves for the job they are in.

III. Continue work on Employement vocabulary and related pronunciation.

IV. Give Ss sample Resumés and aske them to work in pairs, one S interviewing the other and filling out that S's Resumé.

A. Encourage Ss to clarify meaning of questions and answers with one another.
B. Encourage Ss to spell words and names to one another.
C. Resumes will be typed up and printed on nice paper for Ss to each have a professional-looking copy.

IV. **Idiom**

V. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #24

Grammar: Review Paragraph format
Interpersonal/Social Skills:
Job-Related Language/Literacy: Simple Resumé

Cross-Cultural: Experience interviewing one another for Resumé

I. **Journal Entry:** What have you learned this Session that you didn't know before?

II. End of Session Evaluation Forms

III. Finish Resumés.

IV. **Idiom**

V. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS

OBJECTIVES FOR SESSION IV

At the BEGINNING of the Session: **Please circle where you think you are in your understanding and use of these objectives in the workplace.** At the END of the Session: **Please put an "X" where you think you are in your use of these objectives in the workplace.**

1 = "I don't understand at all and I cannot do/use"
10 ="I completely understand and easily do/use correctly"

I. Social Skills and Interpersonal Communication

- Review *I'd like; I'd rather; I'd prefer* 1 2 3 4 5 6 7 8 9 10
- Apologize for misunderstandings 1 2 3 4 5 6 7 8 9 10

II. Job-related language and literacy

- Describe job qualifications and job experience 1 2 3 4 5 6 7 8 9 10
- Complete job application 1 2 3 4 5 6 7 8 9 10
- Inquire about job openings and determine time for interview 1 2 3 4 5 6 7 8 9 10
- Review use of resume 1 2 3 4 5 6 7 8 9 10
- Ask and respond to questions about task completion 1 2 3 4 5 6 7 8 9 10
- Ask for and give assistance in task completion 1 2 3 4 5 6 7 8 9 10
- Apologize and give explanation for a mistake 1 2 3 4 5 6 7 8 9 10
- Give and accept constructive criticism 1 2 3 4 5 6 7 8 9 10
- Write peer reviews 1 2 3 4 5 6 7 8 9 10

III. Basic English grammatical structures

- Review use of Present Perfect Tense 1 2 3 4 5 6 7 8 9 10
- Understand and correctly use Present Continuous Tense 1 2 3 4 5 6 7 8 9 10
- Review use of ***since***, ***for***, and ***ago*** 1 2 3 4 5 6 7 8 9 10
- Review all tenses studied so far 1 2 3 4 5 6 7 8 9 10
- Understand and correctly use negative forms of these tenses 1 2 3 4 5 6 7 8 9 10
- Write short paragraphs with correct form 1 2 3 4 5 6 7 8 9 10
- Review use of determiners ***(this, that, these, those)*** 1 2 3 4 5 6 7 8 9 10
- Correctly use modals (***should, have to, ought to, might, could***, etc.) 1 2 3 4 5 6 7 8 9 10

IV. Cross-cultural sensitivity

- Understand and correctly use job-related idioms 1 2 3 4 5 6 7 8 9 10
- Demonstrate acceptable ways of making suggestions 1 2 3 4 5 6 7 8 9 10
- Develop basic knowledge about dialectical differences 1 2 3 4 5 6 7 8 9 10
- Recognize appropriate interactions between male and female coworkers 1 2 3 4 5 6 7 8 9 10

Name_____ Beginning of Session_____ End of Session_____

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EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #25

Grammar: Review Simple Present, Past, Present Continuous, Future and Present Perfect Tenses
Review of Time expressions
Review Prepositions of time and location
Review Yes/No Question Formation of above tenses
Review Negative Formation of above tenses
Introduce ***this, that, these, those***

Interpersonal/Social Skills:
Review asking for and giving directions

Job-Related Language and Literacy:
Review Resumes

Cross-Cultural:

I. **Journal Entry:** What did you do on the Fourth of July?
Use Past Tense, Past Continuous Tense, and Present Perfect Tense

II. Pass out Pre-Assessment for this Session and run through it with Ss explaining each Objective.

III. Review of tenses; generate proper tense by using ***time expressions***
A. Ask S1 to make sentences using time expressions
B. Ask S2 to change sentence to a Yes/No ?
C. Ask S3 to change sentence to negative.
D. Review names and purposes of tenses with Ss
E. Review Simple Past w/**WIE "Structure Work", p. 179**

IV. Review of prepositions of location and time

V. Review asking for and giving directions
A. Pair Work –Ss use **SUAW pp 20-29** for free direction work
B. Review of prepositions of location
1. Have Ss refer to previous preposition worksheet

VI. **Idiom**

VII. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #26

Grammar: Review ***this, that, these, those***
Review Present Perfect Continuous Tense
Introduce modals: ***should, have to, ought to, might, could***
Interpersonal/Social Skills:

Job-Related Language and Literacy:
Making and answering requests for new job, benefits, assistance, etc.
Role Playing job interviews and requests for job openings
Cross-Cultural:
Discuss dialectical differences and comprehension problems

I. **Journal Entry:** Use ***this, that, these, those*** in a short paragraph describing this building.

II. Review ***this, that, these, those***
A. Clarify pronunciation problems for Spanish speakers with ***this*** and ***these***

III. Responding to requests for additional hours/Promotion
A. Pair Work: **SUAW, p. 80, 116, 117**
1. Identify appropriate expressions for agreeing to requests
a. no problem
b. Sure. Not at all. ("Do you mind...?")
B. Cross Cultural Dialogues--**CCD #30**

IV. Introduce Present Perfect Continuous Tense
A. S1=> S2 "***How long have you been.....?***"
B. S2=>S1 "***I've been.....for/since.....***
C. Contrast difference between Present Perfect and Present Perfect Continuous

VI. **Idiom**

VII. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #27

Grammar: Review ***this, that, these, those***
Review Present Perfect Continuous Tense
Introduce ***how much, how many***
Interpersonal/Social Skills:
Job-Related Language and Literacy:
Making and answering requests for new job, benefits, assistance, etc.
Role Playing job interviews and requests for job openings
Cross-Cultural:
Work on initiating "agenda" for interview and job inquiry

I. **Journal Entry:** Discuss something ***you have done*** and ***have been doing*** for the last 2 years.

II. Review ***this, that, these, those***
A. Clarify pronunciation problems for Spanish speakers with ***this*** and ***these***
B. Describe S or Ss in the room with these demonstratives.

III. Introduce ***how much, how many*****--WIE p. 59**--interview questions
A. Review of **count and non-count nouns**
B. Show importance of understanding and asking these questions in interview.

IV. Role Play: Job Interview and Job Opening/Promotion Inquiry
A. Give Ss scenarios and ask them to "ad lib"
1. Practice **WIE, p. 170** first
2. Use discussion questions **WIE p. 173**
3. Practice conversations **WIE p. 177**
B. Watch for vocabulary and pronunciation needs--use as exercises
C. Cross-Cultural: Help Ss speak up for themselves and initiate their agenda

V **Idiom**

VI. **Evaluation Form**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #28

Grammar: Emphasis on good sentence formation
Use different tenses in peer review

Interpersonal/Social Skills:
Practice describing characteristics of coworkers
Practice describing personal characteristics

Job-Related Language and Literacy:
Review vocabulary and questions on **Peer Review Form**
Describe imaginary or real coworker relative to **PRF**

Cross-Cultural:
Discuss sensitivity to differences in coworkers from different cultures that might affect outcome of **PRF** comments

I. **Journal Entry:** Write how you think a coworker-worker might evaluate you in the following 7 areas: knowledge of job, initiative, quality of work, quantity of work, safety, relationship to others, attendance.

II. Review journal entries for sentence structure and grammar.

III. Review Peer Review Form
A. Go over all vocabulary
B. Use vocabulary for pronunciation practice
C. As a class, discuss meaning of each section.
D. Direct Ss to fill out the form with a real or imaginary worker in mind.
1. Direct Ss to then fill out "comments" section to again practice sentence formation

IV. Discuss how coworkers from different cultures might answer these questions or be evaluated on this form.

V. **Idiom**

VI. **Evaluation**

PEER REVIEW

1 = Needs Improvement
2 = Meets (-) Requirements
3 = Meets Requirements
4 = Meets (+) Requirements
5 = Exceeds Requirements

Employee's Name:

I. A. **Knowledge of Job:** Consider degree to which employee knows and understands the job procedures and requirements. 1 2 3 4 5

B. **Quality of work:** Consider accuracy in work, thoroughness, care and good judgment, regardless of the amount of work completed. 1 2 3 4 5

C. **Quantity of Work:** Consider amount of work accomplished. 1 2 3 4 5

D. **Relationship With Others:** Consider relationships with co-workers and supervisor within the department as well as other departments with which the employee has contact. 1 2 3 4 5

E. **Attendance:** Consider attendance, punctuality, willingness to work overtime. 1 2 3 4 5

F. **Initiative:** Consider extent to which employee proceeds on his/her own to complete assignments: degree to which he/she seeks to improve methods or work habits and seeks additional challenges responsibilities. 1 2 3 4 5

G. **Safety:** Consider employee's awareness of safety and safety record. 1 2 3 4 5

Summary Comments:

_____
_____
_____
_____
_____
_____

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #29

Grammar:
Interpersonal/Social Skills:
Discuss past situations of conflict with supervisor or coworker
Practice ***tension-reducing*** vocabulary and phrases for conflict resolution
Job-Related Language and Literacy:
As above
Cross-Cultural: Discuss how different cultures might handle different situations

I. **Journal Entry: Describe a conflict you have had at work with a coworker or supervisor and how you handled it.**

II. Direct Ss to orally describe the incident described in journal entry.
A. Review vocabulary used and correct pronunciation
B. Direct Ss to suggest other ways of resolving these incidents.
C. Discuss how different cultures might have handled or avoided these incidents.

III. **Idiom of the day**

IV. **Evaluation**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS

OBJECTIVES FOR SESSION V

At the BEGINNING of the Session: **Please circle where you think you are in your understanding and use of these objectives in the workplace.** At the END of the Session: **Please put an "X" where you think you are in your use of these objectives in the workplace.**

1 = "I don't understand at all and I cannot do/use"
10 ="I completely understand and easily do/use correctly"

I. Social Skills and Interpersonal Communication

-Apologize for misunderstandings	1 2 3 4 5 6 7 8 9 10

II. Job-related language and literacy

-Ask and respond to questions about task completion	1 2 3 4 5 6 7 8 9 10
-Ask for and give assistance in task completion	1 2 3 4 5 6 7 8 9 10
-Apologize and give explanation for a mistake	1 2 3 4 5 6 7 8 9 10
-Give and accept constructive criticism	1 2 3 4 5 6 7 8 9 10
-Review vocabulary for peer reviews	1 2 3 4 5 6 7 8 9 10
-Identify and describe how individual job relates to overall organization	1 2 3 4 5 6 7 8 9 10
-State safety rules and reasons for them	1 2 3 4 5 6 7 8 9 10
-State and respond to safety warnings	1 2 3 4 5 6 7 8 9 10
-Describe safety signs found in the workplace	1 2 3 4 5 6 7 8 9 10
-State problems involved with safety in workplace	1 2 3 4 5 6 7 8 9 10
-Demonstrate proper procedure for reporting accidents	1 2 3 4 5 6 7 8 9 10
-Present brief speeches on job-related topics	1 2 3 4 5 6 7 8 9 10
-Develop skill in taking notes at team meeting	1 2 3 4 5 6 7 8 9 10

III. Basic English grammatical structures

-Review all six tense studied	1 2 3 4 5 6 7 8 9 10
-Understand and correctly use all tenses studied	1 2 3 4 5 6 7 8 9 10
-Correctly use modals (***should, have to, ought to, might, could***, etc.)	1 2 3 4 5 6 7 8 9 10

IV. Cross-cultural sensitivity

-Understand and correctly use job-related idioms	1 2 3 4 5 6 7 8 9 10
-Demonstrate acceptable ways of making suggestions	1 2 3 4 5 6 7 8 9 10
-Develop basic knowledge about dialectical differences	1 2 3 4 5 6 7 8 9 10

Name_____ Beginning of Session_____ End of Session_____

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EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #30

Grammar: Identify **Subject + Verb + Object** for Dictation use
Interpersonal/Social Skills
Job-Related Language and Literacy: Dictation #1 to develop note-taking skills
Cross-Cultural:

I. Journal Entry: What was the most intesting thing you did during the summer and why? Use as many verb tenses as you can.

II. Introduction of Dictation as a means of developing note-taking skills
- A. Explain Dictation procedure.
  1. Read each sentence twice at slightly slower than normal speed
  2. Encourage Ss to leave blanks for missed words
  3. Encourage Ss to abbreviate when possible or use symbols
- B. Read 10 sentences twice
- C. Repeat one more time when all sentences are finished
- D. Review sentences on overhead transperancies to show Ss what words could have been left out.
  1. Provide listening clues for Ss
  2. Identify **Subject, Verb, and Object**
- E. This device will be used to introduce and reinforce job-related vocabulary.

III. **Idiom of the Day**

IV. **Evaluation**

Session 5
Dictation 1

1. The last work flow meeting of the season was held on 9/7/94.
2. Our facilitator talked to us about our poor team attitude.
3. Carol was absent, and Roberta was late for the meeting.
4. Our production has gone down by 27% since last March.
5. Quality Assurance wouldn't accept our last batch of calendars.
6. Profit sharing is now available for all new employees.
7. Linda's coworkers keep telling her to pay attention on the pick line.
8. The meeting started at 9:00 in the conference room on the third floor.
9. Only 6 members of our team were present for this meeting.
10. The meeting was adjourned at 10:30 by our acting supervisor.

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #31

Grammar: Sentence structure practice with Dictation
Review modals: ***could, should, might, may, have to, can, ought to***
Interpersonal/Social Skills: Practice approaches to constructive criticism
Job-Related Language and Literacy: Discuss safety signs in workplace
Cross-Cultural: Discuss ways to give and accept constructive criticism re: safety

I. **Journal Entry**

II. Review "Safety" vocabulary from ***ESL Teacher's Book of Lists***
- A. Use for pronunciation and reading practice
- B. Discuss meaning of words that are unknown
- C. Ask for recognition of words seen on workplace/area signs
- D. Ss asked to observe workplace safety conditions for future class discussion

III. Review modals for use in "safety" discussions and giving constructive criticism
- A. Read dialogue, **WIE p. 148**
- B. In pairs, finish sentences on **WIE p. 149**
  1. Practice sentences with other appropriate modals.
- C. Role-play parts on **WIE p. 151** and practice different modals
- D. Form commands to inform or warn coworkers of safety conditions **WIE p. 155**

IV. Cross-cultural reaction to constructive criticism
- A. Responses in previous exercises show "gracious" acceptance of constructive criticism => "Is this always the case?"
  1. "Do different cultures react differently to criticism?"
- B. Work with partner and identify and discuss problems and recommendations for situations on **WIE p. 157.**

V. **Idiom of the Day**

VI. **Evaluation**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #32

Grammar: Sentence structure practice with Dictation of Safety Rules, **WIE p. 156**
Interpersonal/Social Skills: Review responses in **Dialogue, WIE p. 146**
Discuss strategies for handling incompletion or wrong completion of tasks
Practice intonation of directives when there has been a misunderstanding of directions
Job-Related Language and Literacy:
Cross-Cultural: Continue discussion of ways to give and accept contructive criticism re: safety and task completion especially from supervisor

I. **Journal Entry**

II. Dictation of Safety Rules **WIE p. 156**
A. Discuss particular safety policies for workplace departments and stations.

III. Read dialogue on **WIE p. 108** and adapt to Ss' workplace situation
A. Discuss intonation patterns used in dialogue for emphasis of what "should have" been done.
1. "No, I told you to ***weed*** the flowers."
2. Chain practice of this intonation pattern using "safety" related recommendations: "No, I said you ***can't*** smoke there".
B. With partner, work on scenarios on **WIE, p. 109.**

IV. Discuss questions at the bottom of **WIE p. 109**

V. **Idiom of the Day**

VI. **Evaluation**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #33

Grammar: Dictation to reinforce workplace safety policies as indicated in previous lesson
Review of "request" modal phrases: ***could you, would you, can you*** for requests for help
Interpersonal/Social Skills: Requesting help; problem resolution
Job-Related Language and Literacy:
Cross-Cultural:

I. **Journal Entry**

II. Dictation
A. Transfer to overhead and analyze "listening clues".

III. Discuss problem-resolution in respective workplaces
A. Pair work - scenarios **WIE p. 117, 118**
B. Dialogue practice and Role play **WIE p. 120, 121**

IV. Cross-Cultural problem resolution
A. CCD #38
1. Discuss what's happening
2. Identify cross-cultural "disconnect"

V. **Idiom of the Day**

VI. **Evaluation**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #34

Grammar: Reuse of modals in phrases making problem-solving recommendations
Interpersonal/Social Skills:
Job-Related Language and Literacy: Fill out workplace "accident report" or "product review" for workplace
Cross-Cultural: Discuss actual reactions of coworkers and supervisors to potential or actual submission of report

I. **Journal Entry: Describe any safety problems you see or have seen around your workplace.**

II. Fill out workplace "Accident" or "Product review" report to familiarize Ss with language and procedure of such a report

A. Review vocabulary on actual workplace questionnaire
   1. Use Ss' actual incidents on accident reports as if being submitted
   2. Use terminology for reading and pronunciation practice
B. Apply modals in making recommendations
   1. "Workers ***should/ought*** to wear closed-toe shoes when working with equipment".
   2. "Workers ***might*** lose fingers if guard isn't installed on cutting machine"

III. Discuss ramifications of filling out such a report and the reaction of coworkers

V. **Idiom of the Day**

VI. **Evaluation**

EFFECTIVE COMMUNICATION IN THE WORKPLACE
FOR NON-NATIVE SPEAKERS
LESSON PLAN #35

Grammar: Use of proper grammar to describe individual departmental jobs and relationship to workplace
Introduction of complex sentences and use of subordinate conjunctions: ***"because, when, after, since..."***
Interpersonal/Social Skills: Encourage workers to discuss their own importance
Job-Related Language and Literacy: Description of organizational structure within workplace
Cross-Cultural:

I. **Journal Entry: Describe your company to a new employee. What does it do? Is there more than one branch/division/or plant. What is the function of each location? Describe why you and your job are important to the entire organization?**

II. Ask Ss to read journal entries to class and create a composite description of workplace and its function.

A. Review workplace departmental or facility vocabulary and proper pronunciation.
B. Encourage and shape "brainstorming" dynamics of composite definition
C. Discuss description models:
   1. describing overall organizational structure in general terms and then individual contribution
   2. describing individual/specific contribution or task and then generalize to overall organizational structure
D. Use simple and complex sentences.
   1. "My job is important to_____***because.....***".
   2. "***After*** _____branch performs_____, the other branches do....."

III. For pronunciation and reading practice, have Ss read description out loud and to each other.

IV. For writing practice, have Ss copy definition.

V. **Idiom of the Day**

VI. **Evaluation**

EFFECTIVE COMMUNICATION IN THE WORKPLAC3
FOR NON-NATIVE SPEAKERS
LESSON PLAN #36

Grammar: Review Past Tense as used with "excuses".
Interpersonal/Social Skills: Apologizing and Problem-Solving
Job-Related Language and Literacy:
Cross-Cultural:

I. **Journal Entry**

II. Read Dialogues **WIE p.122, 124**
- A. Use for pronunciation and intonation practice
- B. Pair-Work: **WIE p.125**
  1. Stress intonation curves in Admonition and Apology
  2. Stress the strategy of apologizing first, then offering reason.

III. Review Past Tense verbs as used in excuses
- A. Practice past tense verbs in excuses
- B. **WIE p. 126** - match sentences with pictures
  1. oral practice of tenses used
  2. Stress use and correct intonation of ***past tense negative question:***
     "Didn't I tell you to.....?"

IV. Pair Work: Practice dialogues on **WIE p. 129 and 132**
- A. Discuss what kinds of responses are best and why.
- B. Have Ss role play their version of the dialogues
- C. Discuss what responses in workplace actually are
- D. Practice phrases and mock discussions on **WIE p. 130**
  1. Ask Ss to use real conversations if possible
  2. Role Play these for class and have class review strategies and outcome

V. **Idiom of the Day**

VI. **Evaluation**

DEVELOPING COMMUNICATION IN THE WORKPLACE FOR NON-NATIVE ENGLISH SPEAKERS

CURRICULUM NOTES:

Assignments listed in this curriculum module coordinate with Contemporary's *Working in English - Beginning Language Skills for the World of Work*, Book 2.

EFFECTIVE COMMUNICATION IN THE WORKPLACE

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